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|  | Rubric to be used with Grade 9 Annotated Bibliography (**SLO bolded**) | Advanced Understanding of Standards (4) | Meets Standards (3) | Approaches Standards (2) | Does Not Meet Standard (s) (1) |
| Summary | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; **provide an objective summary of the text**. (CCSS: RI. 9-10.2) | Student has a sophisticated and accurate understanding of the central idea of the text. | Student has an accurate understanding of the central idea of the text. | Student has an incomplete understanding of the central idea of the text. | Student does not understand the central idea of the text. |
| Assessment | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10-8) | Combine multiple, credible sources in order to answer the research question.  Comprehensively evaluate quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The writer completely avoids plagiarism through the effective use of quotations and paraphrasing from a wide variety of sources. | Combine multiple sources in order to answer the research question.  Accurately evaluates quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The writer avoids plagiarism through the use of quotations and paraphrasing from a variety of sources. | Does not use enough sources to answer the research question.  Incompletely evaluates quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The division between quoted or paraphrased material from the writer’s own content is not always clear. A variety of sources was not used. | Does not find sources appropriate to the research question.  Does not evaluate quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The division between quoted or paraphrased material from  the writer’s own content is not clear and gives the impression of plagiarism. |
| Reflection | Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e) |  |  |  |  |
| Documentation | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8) | The finished appearance is of superior quality and is perfectly formatted according to MLA conventions. | The finished appearance is standard and predictable and mostly follows MLA conventions. | Presentation/formatting confuses the message and does not follow MLA conventions accurately. | MLA elements are missing. |
| Conventions | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (CCSS: L.9-10.2) | There are no errors in grammar, mechanics or spelling. Use of grammar enhances the flow of the piece. | Minimal errors in grammar, mechanics or spelling do not detract from the work. | Errors in grammar, mechanics or spelling detract from the work. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, or a variety of other offenses. |

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|  | Rubric to be used with Grade 10 Annotated Bibliography (**SLO bolded**) | Advanced Understanding of Standards (4) | Meets Standards (3) | Approaches Standards (2) | Does Not Meet Standard (s) (1) |
| Summary | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; **provide an objective summary of the text. (CCSS: RI. 9-10.2)** | Student has a sophisticated and accurate understanding of the central idea of the text. | Student has an accurate understanding of the central idea of the text. | Student has an incomplete understanding of the central idea of the text. | Student does not understand the central idea of the text. |
| Assessment | **Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10-8)** | Combine multiple, credible sources in order to answer the research question.  Comprehensively evaluate quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The writer completely avoids plagiarism through the effective use of quotations and paraphrasing from a wide variety of sources. | Combine multiple sources in order to answer the research question.  Accurately evaluates quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The writer avoids plagiarism through the use of quotations and paraphrasing from a variety of sources. | Does not use enough sources to answer the research question.  Incompletely evaluates quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The division between quoted or paraphrased material from the writer’s own content is not always clear. A variety of sources was not used. | Does not find sources appropriate to the research question.  Does not evaluate quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The division between quoted or paraphrased material from  the writer’s own content is not clear and gives the impression of plagiarism. |
| Reflection | Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e) |  |  |  |  |
| Documentation | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8) | The finished appearance is of superior quality and is perfectly formatted according to MLA conventions. | The finished appearance is standard and predictable and mostly follows MLA conventions. | Presentation/formatting confuses the message and does not follow MLA conventions accurately. | MLA elements are missing. |
| Conventions | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (CCSS: L.9-10.2) | There are no errors in grammar, mechanics or spelling. Use of grammar enhances the flow of the piece. | Minimal errors in grammar, mechanics or spelling do not detract from the work. | Errors in grammar, mechanics or spelling detract from the work. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, or a variety of other offenses. |

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|  | Rubric to be used with Grade 11 Annotated Bibliography (**SLO bolded**) | Advanced Understanding of Standards (4) | Meets Standards (3) | Approaches Standards (2) | Does Not Meet Standard (s) (1) |
| Summary | **Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.** (CCSS: RI.11-12.2) |  |  |  |  |
| Assessment | **Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)**  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) |  |  |  |  |
| Reflection | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS: W.11-12.2f) |  |  |  |  |
| Documentation | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) | The finished appearance is of superior quality and is perfectly formatted according to MLA conventions. | The finished appearance is standard and predictable and mostly follows MLA conventions. | Presentation/formatting confuses the message and does not follow MLA conventions accurately. | MLA elements are missing. |
| Conventions | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) | There are no errors in grammar, mechanics or spelling. Use of grammar enhances the flow of the piece. | Minimal errors in grammar, mechanics or spelling do not detract from the work. | Errors in grammar, mechanics or spelling detract from the work. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, or a variety of other offenses. |

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|  | Rubric to be used with Grade 12 Annotated Bibliography (**SLO bolded**) | Advanced Understanding of Standards (4) | Meets Standards (3) | Approaches Standards (2) | Does Not Meet Standard (s) (1) |
| Summary | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2) |  |  |  |  |
| Assessment | **Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)**  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) |  |  |  |  |
| Reflection | **Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS: W.11-12.2f)** |  |  |  |  |
| Documentation | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8) | The finished appearance is of superior quality and is perfectly formatted according to MLA conventions. | The finished appearance is standard and predictable and mostly follows MLA conventions. | Presentation/formatting confuses the message and does not follow MLA conventions accurately. | MLA elements are missing. |
| Conventions | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) | There are no errors in grammar, mechanics or spelling. Use of grammar enhances the flow of the piece. | Minimal errors in grammar, mechanics or spelling do not detract from the work. | Errors in grammar, mechanics or spelling detract from the work. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, or a variety of other offenses. |